DOCUMENT RESUME

ED 219 515 CE 032 940

AUTHOR Hopkins, Loma J., Comp.; And Others
TITLE Career Guidance Materials for Use with Students with Disabilities. A Resource Catalog.
INSTITUTION Chaffey Coll., Alta Loma, Calif.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 82
NOTE 34p.; For related documents see ED 205 719 and CE 032 939.
AVAILABLE FROM Educational Resource Center, Chaffey College, 5885 Haven Avenue, Alta Loma, CA 91701.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Counseling; Career Education; *Career Guidance; Community Colleges; *Disabilities; Ethnic Groups; Females; Hearing Impairments; Learning Disabilities; Physical Disabilities; *Placement; Postsecondary Education; Resource Materials; *Two Year Colleges; Visual Impairments; Vocational Evaluation

ABSTRACT

This resource catalog lists over 60 practical and innovative materials specifically useful for career guidance for community college students with disabilities. References are divided into four sections. Section 1, Vocational Guidance Materials and Activities, describes materials which may be used by students and career counselors, including government publications, student activity workbooks, and career information systems. Resources are divided into two subsections: medium to high reading level and low reading level. Section 2, Information and Ideas about Vocational Guidance for Students with Disabilities, provides both theoretical and practical resources on assessment, counseling, and placement of individuals with disabilities. Section 3, Information for Counseling Special Populations, provides counseling information for five groups: Hearing Impaired, Learning Disabled, Physically Disabled, Visually Impaired, and Ethnic Minorities and Women. Section 4, More Resource Listings, includes information concerning catalogs of film listings, publications, and bibliographies for additional information. Each listing provides this information: author or source; title; title, issue, and page numbers of periodical or place of publication, publisher, and date; and brief description of content. (YLB)

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CAREER GUIDANCE MATERIALS FOR USE WITH STUDENTS WITH DISABILITIES
A RESOURCE CATALOG

Compiled by

Loma J. Hopkins
D.E. Creasy
Gwen J. Smith

Developed as partial fufillment for
Vocational Education
Project No. CC-3-1-456
Under Subpart 3 of PL 94-482

Loma J. Hopkins, Project Manager
Robert M. Harris, Project Director

U.S. DEPARTMENT OF EDUCATION
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TABLE OF CONTENTS

Acknowledgements..... i

Introduction..... 1

Section I——— Vocational Guidance Materials and Activities..... 3

A. Medium to High Reading Level..... 5

B. Low Reading Level..... 14

Section II—— Information and Ideas About Vocational Guidance for Students With Disabilities..... 17

Section III—— Information for Counseling Special Populations..... 23

A. Hearing Impaired..... 25

B. Learning Disabled..... 26

C. Physically Disabled..... 28

D. Visually Impaired..... 29

E. Ethnic Minorities and Women..... 30

Section IV—— More Resource Listings..... 33

ACKNOWLEDGEMENTS

We would like to give our special thanks to the following staff members at Chaffey College:

Louise Holley - Senior Typist Clerk

for her expertise, and good humor throughout the many revisions of this project along with her "other duties as assigned"

Ben Bull - Graphic Artist

for having the fastest pen in the west

Bob Cooper - Printer

for his flexibility and cooperative spirit

Cecile Davis-Anderson - Specialist, Physically Limited Student Services
and
Ken McPherson - Career Preparation Instructor

for the information and materials they shared throughout the duration of this project.

Thanks also, to all of you who responded to our questionnaires to let us know about materials you have found useful, and to Jim Hirschinger, Project Monitor, who supported us with the flexibility needed to make more adapted materials available.

L.C.H.
D.E.C.
G.J.S.

INTRODUCTION

Quality career/vocational counseling information and materials are readily available for the majority of community college students and vocational guidance personnel. Less well known, however, is the availability of materials prepared for students with disabilities. A clear need existed for an effective and comprehensive compilation, evaluation, and dissemination of career/vocational counseling materials and techniques suitable for use on community college campuses with handicapped students. This resource catalog is an attempt to represent the most innovative and effective materials currently available.

This selection of resources is based on materials identified through literature searches, interviews with experts, and statewide responses to surveys conducted among California Community Colleges. The project advisory committee established a set of criteria to apply to the voluminous number of items considered, so as to arrive at a listing of the most practical and innovative materials specifically useful for career guidance for community college students with disabilities. We purposely have not included a full range of general career guidance materials or disability information. Special attention was given to including a few references addressing under-represented groups such as women, minorities, and limited English speaking students.

For the reader's convenience, the references are divided into four sections. A more complete explanation of the contents of each chapter follows.

Section One, Vocational Guidance Materials and Activities, describes materials which may be used by students and career counselors, including government publications, student activity workbooks, and career information systems. The resources have been divided into two sub-sections: medium to high reading level, and low reading level.

Section Two, Information and Ideas About Vocational Guidance for Students With Disabilities, provides both theoretical and practical resources on assessment, counseling, and placement of individuals with disabilities.

Section Three, Information for Counseling Special Populations, provides counseling information as it relates to specific populations. The five sub-sections include: Hearing Impaired, Learning Disabled, Physically Disabled, Visually Impaired, and Ethnic Minorities and Women.

Section Four, More Resource Listings, includes information concerning catalogs of film listings, publications and bibliographies from which counselors or students may obtain additional information.

Section I

VOCATIONAL GUIDANCE MATERIALS
AND ACTIVITIES

A. MEDIUM TO HIGH READING LEVEL

Appalachia Educational Laboratory, Inc. Comprehensive career decision-making program. Bloomington, IL: McKnight Publishing Co.

AEL has developed a wide variety of "mix and match" curriculum materials, career information system materials and filmstrips with cassettes, for both high school and college use. The Career Information System materials are essentially the same for both high school and college career centers. The curriculum materials are substantially different while the filmstrips with cassettes are only somewhat different.

We have found that the high school curriculum materials (Exploring Career Decision-Making) written at the 7.8 grade reading level, are more appropriate for community college students than the college level curriculum materials (Career Planning and Decision-Making). This is due not only to the difference in reading level, but also the levels of independence and abstract reasoning required to understand and benefit from the content and activities included.

We now list for you some selected items under each of the categories of materials AEL has developed for career planning. Under some VEA Subpart 3 special projects, most of these have been modified in format to maximize their accessibility to students with disabilities. The modified formats for each item are described with any special order information.

FOR INFORMATION ABOUT THE "REGULAR" FORMAT FOR ALL THE MATERIALS IN THE AEL COMPREHENSIVE CAREER DECISION-MAKING PROGRAM, CONTACT MC KNIGHT PUBLISHING COMPANY DIRECTLY.

CURRICULUM MATERIALS

Appalechia Educational Laboratory, Inc. Exploring career decision-making. Bloomington, IL: McKnight Publishing Co. 1978.

The Exploring Career Decision-Making (ECDM) course contains 15 curriculum units which are designed to assist secondary students in the development of career planning and decision-making skills through a group process for individualized career exploration. That is, although conducted in a classroom setting, students explore the areas of the world of work related to their abilities, interests, aptitudes, and other personal characteristics. Each unit is self-contained and employs a variety of materials and techniques including filmstrips, worksheets, and hands-on activities. The materials and activities help students develop an understanding of basic concepts vital to their career exploration and decision-making. The course may be taught by a teacher or counselor.

CAREER INFORMATION SYSTEM

The AEL Career Information System (CIS) serves as an organization, management, and accessing system for all types of career information resources. It is based upon the Department of Labor's Fourth Edition of the Dictionary of Occupational Titles, and the Guide for Occupational Exploration (GOE). The GOE is arranged by 12 Career Areas and 66 Work Groups. AEL developed the Worker Trait Group Guide, an educational version of the GOE, by adding a worker qualification (traits) profile, lowering the reading level, and arranging the information in a format more suitable for educational use. The Department of Labor's Work Groups are called Worker Trait Groups in the AEL Career Information System, because worker 'trait' information has been included.

The Work Activity Checklist, Work Situations Checklist, Work Aptitudes Checklist, and WTG Keysort Deck are items we have found most useful in helping students access the information in the CIS books described above.

Modifications of CIS Materials

1. The Worker Trait Group Guide, the backbone of the system, is available in three special formats:

   a. Braille (9 volumes)

      Order from:

      Pomona Valley Transcribers Guild
      c/o Ontario Public Library
      215 East 'C' Street
      Ontario, CA 91764

      Price: $66.00 (subject to change)
      Allow 6 weeks for delivery.

   b. Four track cassette tape

      Order from:

      Recording for the Blind, Inc.
      215 East 58th Street
      New York, NY 10022
      (212) 751-0860

      Price: free

      Any individual with a print handicap is eligible to order tapes through Recording for the Blind. Application with documentation of impairment is required. The individual is then given an account number which is used in ordering tapes.

c. Large print

Order from:

Loma Hopkins
Educational Resource Center
Chaffey Community College
5885 Haven Avenue
Alta Loma, CA 91701

Price: free

2. Checklists - Braille

All three checklists can be ordered in braille from:

Pomona Valley Transcribers Guild
c/o Ontario Public Library
215 E. 'C' Street
Ontario, CA 91764

Price: $6.00 each (subject to change)
Allow 6 weeks for delivery.

FILMSTRIPS/CASSETTES

The filmstrips with cassette tapes can be used to introduce key career planning concepts individually in a career center or in a career planning class. The high school program has 18 available filmstrips/cassettes, whereas the college program has 9. Some of the college level filmstrips are consolidations of multiple filmstrips in the high school program. Others are so similar that they carry the same title for both levels. (Don't be fooled, though, they do carry different order numbers.) The single greatest consistent difference between the high school and the college filmstrips is the age of the persons portrayed. The college version tends to portray adults whereas the secondary version portrays high school students. Both sets do a good job of showing men, women and minorities in nonstereotyped roles.

We have found three of the filmstrips especially helpful:

1. Work Activities

Outlines the 10 types of work activities into which all occupations are grouped.

2. Work Situations

Explores adaptive skills required by different personality types in varying occupations.

3. What are Aptitudes?

Depicts how people can identify their aptitudes and use this knowledge in career decision-making.

The above three filmstrips/cassettes match the basic information and selection features of the Worker Trait Group Guide. They clarify the three checklists in the Career Information System and some of the selection features of the Keysort Deck.

Modifications of Filmstrips/Cassettes

Two modified formats are available for all three filmstrips/cassettes named above.

a. Video tape with signed English interpretation for hearing impaired students. All three programs are on one video tape for a total presentation of 36 minutes. Includes printed scripts, vocabulary words and guide for use with hearing impaired students.

Order from:

Loma Hopkins
Educational Resource Center
Chaffey Community College
5885 Haven Avenue
Alta Loma, CA 91701

Price: $85.00

b. Video tape with captions (3rd to 4th grade reading level) for hearing impaired students. At the time of this printing, a captioned slide format is being considered for production, also.

Order from:

Gallaudet College Library
7th and Florida Avenues N.E.
Washington, D.C. 20002
Attention: Eileen Ford

Price: To be determined

Azrin, N. and Besalel, V. Job club counselor's manual Baltimore: University Park Press, 1980.

The Job Club Counselor's Manual is divided into three sections. The first section provides counselors with information and procedures necessary for establishing and putting into operation a job finding group or "Job Club." Section II provides a behaviorist view of the hiring process, establishes the conceptual framework for the Job Club approach to job finding, and discusses the effectiveness of this approach. Section III contains forms, charts, and other information necessary for the implementation of the Job Club program. Empirical research has shown it to be one of the most successful methods of job-finding for the "hard core unemployed," including adults with disabilities.

Bischoff, P. Disabled students/able workers. Journal of College Placement, Summer 1978, 38 (4), 63-6.

This informative article includes information concerning the laws on hiring the handicapped, tips on job search and employer information.

Bolles, R.N. What color is your parachute? A practical manual for job-hunters and career-changers. Berkeley: Ten Speed Press, 1981.

Questions asked throughout the cross-country research upon which this book is based, were: What methods of job-hunting and career-changing work best? What new methods have been developed by the best minds in this field? Is it possible to change jobs without going back for lengthy retraining? It includes the Quick Job Hunting Map, a practical series of exercises designed to give job-hunters detailed help in analyzing their skills, finding the right career field, and knowing how to find job openings and get hired. Good reference reading for counselors or for direct use by adolescents and adults with very high verbal skills.

Bolles, R.N. The three boxes of life and how to get out of them: An introduction to life/work planning. Berkeley: Ten Speed Press, 1978.

The three stages of our lives: education, then work, then retirement, have tended to become boxes for learning, achievement, and leisure, argues Richard Bolles. Illustrating and giving substance to the instinctive feeling we all have about this, he proceeds to describe some very effective tools which everyone can use to blend learning (school), achieving (work), and playing (retirement) during all the stages of our lives. A long awaited break-through in the area of deciding what you want to do with your life at any given time.

Eureka, The California Career Information System. EUREKA. Richmond, California: Eureka, The California Information System, 1976.

EUREKA is a computerized library of frequently updated occupational and educational information for California. To implement EUREKA at your site, you need access to a computer which can run EUREKA, a computer terminal, and a mode of communicating between them. In addition, EUREKA charges two types of fees: a subscription fee for use of EUREKA and a computer fee for each computer installation.

Gilmore, J. Merchant, D, and Moore, A. Educators with disabilities: A resource guide. Washington D.C.: United States Department of Education, 1981.

This represents the first attempt to systematically document information on handicapped persons in the education field. It includes a directory of over 900 educators with disabilities, preceeded by sections on planning a career in education and coping strategies for dealing with specific barriers others have faced.

Harris-Bowlsbey, J., Spivack, J., and Lisansky, R Take hold of your future. Iowa City, IA: The American College Testing Program, 1982.

This workbook is intended for use in college career planning classes. A Leader's Manual accompanies it, providing theory and rationale, lecture outlines, classroom exercises and a suggested schedule. Take Hold of Your Future integrates results from the ACT Interest Inventory. An ACT Ability Test Battery is available as an option. The program is well organized in a sequential exploration and decision-making way. Chapter 8, Stereotyping and Occupational Choice, takes an honest look at how stereotyping of various groups of people such as people with disabilities, women, minorities and others limits opportunities. Strategies for dealing with this are discussed, guiding the student through exercises to develop his or her own strategy.

Kimbrell, G., and Vineyard, B.S. Entering the world of work. Bloomington, IL.: McKnight Publishing Co., 1978.

Entering the World of Work is designed to help students prepare themselves to get and hold a job. It helps students develop social skills and attitudes that are most acceptable at work. It teaches students how to locate and apply for jobs and helps them understand what the employer expects from the people who work in that business. Learning these skills is correlated with development of decision-making skills which are so important in the adult world.

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In logical sequence, this book also addresses the necessity of understanding oneself, the importance of personal health and safety, and the responsibilities of everyday living and managing money. In addition, contributing as a responsible citizen in the community and selecting leisure time activities are discussed.

The main objective of this book is to recognize the unique qualities of all individuals as it points out that almost everyone has some kind of handicap. The text is written simply and interestingly, moving from one topic to another in words that explain and are easily understood. It is designed to meet the needs of all students and to lead them to gainful employment, based upon individual interests and abilities.

Entering the World of Work encourages students at every level of ability to prepare for and to enjoy their opportunities in the adult world.

Kimbrell, G., and Vineyard, B.S. Entering the world of work activities. Bloomington, IL: McKnight Publishing Co., 1978.

Entering the World of Work Activities is a companion workbook to Entering the World of Work. Each chapter contains a pre-test, a vocabulary building exercise and a post-test in addition to content specific exercises.

Lindsay, C., Kelley, M., and Scott, C. Get that job! Castro Valley, CA: Quercus Corporation, 1981.

Utilizing a workbook format with cartoon illustrations of young adults, this book takes the reader through a step by step approach to getting a job. Includes a variety of job application samples as well as information on work permits and social security cards. Designed for persons with poor awareness of the expectations and procedures in the world of work. It points out social basics such as taking a bath or shower before an interview and how to introduce yourself to the receptionist.

Myhre, C. (Ed.). Don't call me handicapped: Vocational biographies, Series J (Vol. 7). Sauk Centre, Minnesota: Vocational Biographies, Inc., 1980.

After two introductory articles containing general information about disabilities and barriers and vocational rehabilitation, the remainder of this volume is devoted to interviews with and biographies about workers in a variety of occupations, who have a variety of disabilities. A bibliography and resource suggestions by, about and for the disabled are included.

Turley, K. Careers (A Course of study). Unit II: How to start looking for that job. Fullerton, CA: Fullerton Union High School District, 1981. (ERIC Document Reproduction Service No. ED 195644)

Designed to train special needs students to search for a job in at least five different ways, this set of activities is the second unit in a nine-unit secondary level career course intended to provide handicapped students with the knowledge and skills necessary to succeed in the world of work. The unit begins with a pre-test and vocabulary checklist. A series of thirteen short readings on such job sources as family and friends, employers, employment agencies, public and private agencies and placement offices, schools, unions, classified ads, government agencies, and special youth employment centers are included in the first section along with two activities on evaluating job benefits and working conditions. Section 2 contains three activities on want-ad abbreviations and comprehension, and section 3 contains a sample want-ad response letter and an exercise in writing a similar letter. Activities on using the telephone and the yellow pages and calling about a want-ad are provided in the fourth section. Section 5 contains an activity on computing private employment agency fees. A post-test concludes this unit. (The other eight course units are available separately).

U.S. Department of Labor. Dictionary of occupational titles (4th edition). Washington, D.C.: U.S. Government Printing Office, 1977.

Of all the publications related to counseling and teaching about occupations, the DOT has been the most widely used. Originally published in 1939, it has provided occupational classification systems, a basis for filing career materials, a method for relating entry level positions with advancement opportunities, a system for matching workers' skills and abilities to occupations, and brief descriptions of over 20,000 occupations, developed from job analyses. The Guide for Occupational Exploration and Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles are useful companions to this reference book.

U.S. Department of Labor. Selected characteristics of occupations defined in the dictionary of occupational titles. Washington, D.C.: U.S. Government Printing Office, 1981.

Provides supplementary information about jobs for individuals and organizations concerned with personnel who need more detailed information about job characteristics than those in the DOT. Included in this supplement is information regarding physical demands, environmental conditions and training time.

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This document is most effective when used with the Dictionary of Occupational Titles and the Guide for Occupational Exploration. Data for Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles should provide additional insight into job content and job relationships; it will help the user to decide the suitability of jobs for employment training and rehabilitation considerations.

U.S. Department of Labor. Guide for occupational exploration, Washington, D.C.: U.S. Government Printing Office, 1979.

This supplement to the 4th Edition DOT provides information about the interests, aptitudes, adaptabilities, and other requisites of occupational groups. It makes possible a comparison of these requirements with what the individual knows about himself or herself.

The 66 Work Groups described are the same groups that make up the Appalachia Educational Laboratory Worker Trait Group Guide published by McKnight. The GOE and the WTGG contain the same general information. The GOE has two features in addition to what is contained in the WTGG: 1) a complete listing of all occupations belonging to each worker group, and 2) an alphabetical index of occupational titles.

U.S. Department of Labor. Occupational outlook handbook. Washington, D.C.: U.S. Government Printing Office, 1982-83 edition.

This major source of vocational guidance information, describes what workers do on the job; the training and education they need; earnings; working conditions; and expected job prospects for hundreds of occupations.

It represents the most current and comprehensive information available on work today and job prospects for tomorrow. Revised every two years, the Handbook contains a description of job duties, education and training requirements, employment outlook, earnings, and working conditions for several hundred occupations and 35 industries. Handbook information is based on data received from a variety of sources, including business firms, trade associations, labor unions, professional societies, educational institutions, and government agencies. Each occupational statement includes a section listing other occupations that require similar aptitudes, interests, or education and training. The Handbook also contains an index referenced to the most recent edition of the Dictionary of Occupational Titles.

B. LOW READING LEVEL

Anema, D. Get hired! 13 ways to get a job. Hayward, California: Janus Book Publishers, 1979.

This book is a collection of 13 stories about working teenagers and how they got their jobs. Part of each chapter is written as dialogue for role playing. At the end of each unit there are activities to help the student retain information learned in the story.

Gorton, P. , and Nealy, J. Career education resource card file. Niles, Illinois: Developmental Learning Materials, 1976.

DLM's career card file offers practical, classroom-tested ideas for the development of reading and arithmetic skills as a by-product of investigating the careers of hair styling, postal services, food services, law enforcement, telephone company, auto mechanics, plumbing, carpentry, and truck driving. The suggestions in this kit which focus on those nine different occupations, in addition to a set of introductory awareness activities, are presented on 225 color-coded 5" X 8" cards. It is appropriate for group career planning activities for adults with low reading levels.

Jew, W., and Long, R. Job planner. Hayward, California: Janus Book Publishers, 1976.

This workbook is organized to help students think about job choices and their expectations of jobs. Activities range from self-scoring work interest inventories to long range goal setting. The 2.8 reading level, straightforward presentation, and high school to adult interest level make it a good choice for community college students who fall below the norm in reading skills and social skills.

Perfection Form Co. The info-job resource center. Logan, IA: Author, 1979.

This system is designed to familiarize students with over 300 specific jobs while helping them become more aware of themselves and their career interests. Includes easy-to-read paperback books describing jobs in 11 occupational clusters. Workbooks which are designed to help student put it all together through matching interests and skills with jobs also include job related activities. Set includes paperback books on each of the 11 occupational clusters, 30 copies of the workbook, a teachers guide and a storage unit. Reading level 4.5 - 5.5.

Smith, G., Hopkins, L., and Creasy, D. (eds.). Career planner: A guide for students with disabilities, (2nd ed.). Alta Loma, CA: Chaffey Community College, 1982.

The revised edition of the Career Planner is intended as a practical guide for students with disabilities. Focusing on the needs for systematic planning and a realistic look at people in the world of work, the Planner contains specific information and step by step procedures to follow. Chapter titles are: Health Information, Vocational Information, How to Get Information From People, Job Analysis and Job Modification. There are sample forms and letters, tips for contacting people and a list of role models and helpful organizations. The revised format is 8 1/2 X 11 with photographic illustrations. Free copies in regular print and large print are available from Loma Hopkins, ERC, Chaffey College, 5885 Haven Avenue, Alta Loma, CA 91701. It is available in Braille at $6.25 each (subject to change) from the Pomona Valley Transcribers Guild, c/o Ontario Public Library, 215 East 'C' Street, Ontario, CA. 91764. Four track cassette tapes are available free from Recording for The Blind, Inc., 215 East 58th Street, New York, NY 10022, (212) 751-0860. Any individual with a print handicap is eligible to order tapes through Recording for the Blind. Application with documentation of impairment is required. The individual is then given an account number which is used in ordering tapes.

Walker, B.L., Maeder, J., and Rubin, F.S. Career choices pack. Baltimore: Media Materials, Inc., 1980.

The Career Choices Pack consists of double sided cassette tape, 36 activity duplicating masters and a proficiency test. Skills are introduced on the tape allowing students to proceed at their own pace on the reinforcement activities. Topics include why and where people work, how career choices are made and job availability. Reading level 2.5 to 3.5.

Section II

INFORMATION AND IDEAS ABOUT VOCATIONAL GUIDANCE FOR STUDENTS WITH DISABILITIES

Baxter, N. Disabled workers and the career counselor. Occupational Outlook Quarterly, Fall 1979, 23 (3), 2-14.

This article describes services that employment and school counselors can provide the handicapped. Gives information about federal legislation, the counselor's role, testing and training programs, and job development and placement. Includes a list of useful publications and a directory of state agencies to assist counselors of the handicapped.

Beane, A. L., and Zachmanoglou, M.A. Career education for the handicapped: A psychosocial impact. Vocational Guidance Quarterly, September 1979, 28 (1), 44-47.

Basic facts concerning the characteristics of handicapped individuals and instructional considerations are discussed as they relate to five psychosocial components of career education. Career education is designed to help all individuals and is a focus on the total person, and handicapped or not, full consideration is made of combined attributes.

Blosser, R.E. Career development and placement services. New Directions for Student Services, 1980, 1 (10), 33-41.

This article offers a perspective on some of the needs, problems, and issues confronting career development and placement services for handicapped students. One section discusses the attitudes, needs, and backgrounds of both the student and the professional staff as well as the responsibilities of each. Additional topic areas include: Approaches to Career Planning and Placement, Work Experience, Job Development, and Transition to the World of Work.

Brolin, D.E., and Kokaska, C.J. Career education for handicapped children and youth. Columbus, OH: Charles E. Merrill Pub. Co., 1979.

This book presents career education as a whole life process for all handicapped indivuduals. It defines career education as a sequence of planned learning activities to prepare individuals for varied life roles including occupational, vocational, family, civic and retirement through a systematic coordination of school, family and community activities. The authors include helpful charts, forms and outlines for measuring and developin necessary skills.

Chipps, P. Vocational skills assessment for disabled students. Alta Loma, California: Chaffey Community College, 1981. (ERIC Document Reproduction Service No. ED 205702).

Intended for counselors, vocational education teachers, and others concerned with the assessment of disabled students' skills, this manual provides a comprehensive overview of vocational evaluation. It may be useful in developing a vocational evaluation program. Chapter 1 is an introduction. Chapter 2 focuses on vocational evaluation through testing. Commercially available vocational evaluation systems are discussed, and six representative tests and work samples are summarized. A discussion of selection of a commercial vocational evaluation system includes an outline of 14 systems detailing their characteristics. A section on test screening contains a guide to tests for use in a comprehensive testing regimen. Chapter 3 overviews counseling. Topics covered in chapter 4 on data collection include interviews and types of information needed and possible sources. Chapter 5 addresses selection of sources of occupational information and use of information interviewing techniques for obtaining occupational and educational information. Chapter 6 focuses on job analysis and modification. Examples and forms are provided. Chapter 7, on reports, includes a sample report form. Chapter 8 briefly discusses case management. Use of off-campus vocational evaluation services is addressed in chapter 9. Appendixes include examples of forms, four selected case studies, and an annotated bibliography.

Grisafe, J. Vocational assessment handbook. Riverside, California: Riverside County Superintendent of Schools, Division of Special Schools and Services, 1981.

This handbook is designed as a resource document for professionals involved with vocational assessment. Presented are guidelines for implementing an assessment program which gathers objective data on vocational interests and abilities, an interpretation format, a system for analyzing assessment results based on the U.S. Department of Labor's system and reviews of 65 commonly used vocational assessment instruments. 126 pages. It is useful for helping lay people understand why one test is administered rather than another.

Hans, D., Whitman, L., and Knightly, M. Joining the ranks. Berkeley, California: Vista College, 1981.

This handbook describes a training and placement program for the disabled that demands the active participation of three partners -- the college, private employers and union representatives. This vocational counseling approach is exceptional in that 1) it begins with a cluster of conditional job offers from a specific private employer or union and then works backward to establish the necessary training standards, admission requirements, and assessment/learning activities; and 2) the primary focus is on developing short-term, intensive training activities that combine skill training, exposure to the work world and psychological support.

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The training programs (word processing, intercept operator, apprentice roofer, mail handler/clerk, and custodian) are designed specifically for disabled students, though the overall program supports many disabled students who enroll in conventional training programs at Vista and other district colleges.

A free copy of Joining the ranks can be obtained by writing to: Mildred Stewart, Disabled Student Services Vista College, 2020 Milvia Street, Berkeley, California 94704.

Isaacson, L.E. Career information in counseling and teaching (3rd Edition). Boston, MA: Allyn and Bacon, Inc., 1977.

This is a comprehensive text covering both theoretical and practical aspects of career development and career information systems. Attention is given to special populations, including people with disabilities. It emphasizes the importance of team work among educational staff members and those in non-educational settings, such as rehabilitation agencies. In part I, Isaacson discusses his philosophic position and the major theories of career development. Part II is about factors that influence workers and their careers. Part III explains the Dictionary of Occupational Titles and other classification systems. Part IV discusses the various preparatory ways to qualify for jobs. Part V and VI familiarize the reader with representative types of career information, how to organize them and how to use them. Special attention is given to computerization and other relatively new approaches.

Katz, D., and others. Career counseling and job placement of disabled students at two-year colleges: A guide. Albany, NY: New York State Education Dept. Office of Higher and Professional Education. 1979. (ERIC Document Reproduction Service No. ED 187352).

This six-part guide, drawing upon recent research and development activities at the City University of New York's Center for Advanced Study in Education, presents information on the career development and placement of handicapped students for use by all specialists within a community college student personnel office. After introductory material describing the use of the guide for in-service training, Chapter I discusses personal and vocational counseling services for disabled students, describes vocational assessment and testing systems, and provides a 15-part guide to resources that can be used in the counseling process. Chapter II enumerates guidelines for the job placement of disabled students and describes workshop activities designed to involve area employers. Chapters III and IV discuss common stereotypes which hinder the upward mobility of handicapped employees and present recommendations for the accommodation of job specifications and work tasks to meet the special needs of disabled workers. Chapter V describes simulation exercises for teaching job-seeking skills, and chapter VI describes methods that can be used in helping handicapped students prepare for job interviews. The appendix includes case studies and an annotated bibliography.

Rada, R. B. Development of a core guidance curriculum to meet the needs of the handicapped students at East Los Angeles College, 1975. (ERIC Document Reproduction Service No. ED 124258).

On the basis of a survey of the literature pertaining to the special education and guidance needs of the handicapped, a survey of existing programs at 47 California community colleges, the proceedings of advisory committee meetings, interviews with counselors, college health services staff, and representatives from community agencies working with the handicapped, a core guidance curriculum was developed to meet the needs of handicapped students at East Los Angeles College. Recognizing the psychological need of the handicapped student to be trained with the normal student, four minicourses were developed which centered around interpersonal relationships, career guidance, introduction to college, and study skills. Course descriptions of these four minicourses are provided, and tables of data describing characteristics of handicapped students at East Los Angeles College are appended.

Salomone, P.R. and McKenna, P. Difficult career counseling cases: I - unrealistic vocational aspirations. The Personnel and Guidance Journal, 1982, 60, 283-286.

Career counselors are occasionally stymied by the tenacity with which some clients retain their unrealistic vocational aspirations. The counselor's predicament is compounded by a desire to develop a facilitative relationship and, at the same time, to understand and help resolve this common vocational problem. This article focuses on the perceptual distortions of both clients and counselors and reviews the contribution of such distortions to unrealistic vocational aspirations. The authors also provide several suggestions for dealing with unrealistic aspirations and for assisting clients to develop a balanced perception of reality. The article is written based upon experiences with clients who have disabilities.

Seligman, M. (Ed.). Group psychotherapy and counseling with special populations. Baltimore: University Park Press, 1982.

Presents the practical knowledge and specialized skills needed for productive group work with disabled clients. Chapter 16, "Vocational Groups," describes and evaluates a broad range of vocationally oriented group approaches available for use with people with disabilities. The other 17 chapters focus on a variety of other special topics ranging from specific disability groups to groups for parents of exceptional children.

Smith, L.M. The college student with a disability: A faculty handbook. Washington, D.C.: U.S. Government Printing Office, 1980.

This handbook was prepared for faculty use as an overview of disabilities that affect learning in a college setting. It is a reference work with a glossary and appendix of resources intended to facilitate interaction between the student and instructor or counselor.

Section III

INFORMATION FOR COUNSELING
SPECIAL POPULATIONS

A. HEARING IMPAIRED

Austin, G. Careers for deaf people, proceedings of the national forum VII Washington, D.C.: Council of Organizations Serving the Deaf, 1974.

Discusses the subject of careers in relation to three broad areas -- 1) Preparation for Careers, including knowledge of careers, understanding of self and career selection, and building skills; 2) Maintenance and Mobility in Careers, including job seeking and placement, social and personal aspects of work, and training and upward mobility; and 3) Leisure Time and Retirement.

Bolton, B. (Ed.) Psychology of deafness for rehabilitation counselors. Baltimore: University Park Press, 1976.

A basic text recommended for students of social work, rehabilitation counseling, education and social science. It describes the principles, procedures and techniques proven valuable in the rehabilitation of deaf clients. Chapters are written by noted authorities in the field of deafness.

Kavanaugh, R.R. Meeting the vocational needs of hearing impaired students. October 10, 1978 - September 1, 1979. Orlando, Florida: University of Central Florida, College of Education May 1981. (ERIC Document Reproduction Service No. ED 195856)

A project was conducted to develop a workshop designed to improve the vocational guidance programs and services for hearing-impaired students in the secondary school setting. This goal was accomplished by developing an in-service training program to provide school personnel with increased awareness of the unique learning concerns of hearing-impaired students in the classroom. Major project activities included a needs assessment to identify the special learning concerns and vocational counseling needs of hearing-impaired students. Following the needs assessment, training modules were developed to make school counselors and occupational specialists aware of hearing-impaired students' vocational needs. Additional components were designed to provide counselors with skills to more effectively meet these needs. Evaluation of the workshop format and associated components was accomplished by field testing in four separate sessions. Results indicated that participants were highly positive toward all evaluation issues. (Appended material includes the teacher in-service component, participant response data charts, workshop format, participant workbook, and the slide/tape script).

B. LEARNING DISABLED

Anderson, L. (Ed.) Vocational kit: Steps in vocational readiness for adolescents and adults with the hidden handicap. Los Angeles, California: Association for Neurologically Handicapped Children, 1976.

Available from: California Association for Neurologically Handicapped Children; Box 4088, Los Angeles, California 90051

Organized into a folder format, the kit contains booklets useful for learning disabled adults and professionals working with them to make vocational plans. The kit was created by the CANHC Vocational Committee. It contains general information about learning disabilities, as well as employment and vocational education information specific to the needs of people with learning disabilities.

Brown, D. Steps to independence for people with learning disabilities. Washington, D.C.: Closer Look, 1980.

The purpose of this booklet is to help learning disabled adults become economically independent and reach their full potential. The contents include definitions of different types of learning disabilities; ways to get professional diagnosis; ways to diagnose your own problems; ways that parents can help a learning disabled person find a home, manage money, cook, be self-sufficient; steps to take to find a job, make friends, use one's strengths to overcome one's handicap; the advantages of having a learning disability. This is the clearest and most useful document on learning disabilities we have seen.

This booklet is also available on tape from local regional branches of the National Library Service for the Blind and Physically Handicapped.

Mesa Community College, AZ. Youth employment training program development manual for the special needs student. Mesa, Arizona: Mesa Community College, 1979. (ERIC Document Reproduction Service No. ED 194775)

This youth employment training program manual is one of three documents developed in a community college project to meet the career and vocational needs of disavantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped). The project, aimed at assisting them to gain and retain full-time, non-subsidized employment, consisted of developing and field testing a course curriculum, methods for the identification and recruitment of handicapped students, and career and vocational advising and counseling

(continued)

procedures with the handicapped. The program manual presents the overall goal of the project and its four primary objectives, provides a history of the project, and includes the needs survey which led to its development. Unique aspects of the project are presented along with their interrelationship. A flow chart is provided to help the reader to understand this interrelationship and the process a student would follow in the program. The manual provides the "physical demands and working conditions" form, a tool that was found helpful during field testing of the project.

Mesa Community College, AZ. Developing job skills for special needs students: A curriculum guide. Mesa, Arizona: Mesa Community College, 1979. (ERIC Document Reproduction Service No. ED 194776)

This curriculum guide is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped) by assisting them to gain and retain full-time, non-subsidized employment. The curriculum guide provides class activities designed to give training in (1) job survival skills, (2) the world of work, (3) independent living skills, (4) assertiveness training, (5) money management, and (6) interpersonal communication. Activities are also provided for a "high support system" for students who are involved in a work experience. It also contains an individual career plan to help the student meet his/her career employment goals. The curriculum guide is divided into three modules. The first module, "personal assessment," provides a transition between high school and the community college. Module 2, "your work future," is designed to further assist students who are employed by introducing the skills and attitudes most likely to insure advancement and/or job security. Module 3, "job search," is designed to assist the student who has lost his/her job or who wants to look for another position. Each module contains behavioral objectives, suggested methodology, materials, suggested teaching techniques, and learning activities.

Mesa Community College, AZ. Youth employment — training career advisement with the disabled. Mesa, Arizona: Mesa Community College, 1979. (ERIC Document Reproduction Service No. ED 194777)

This resource book is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped) by assisting them to gain and retain full-time, non-subsidized employment. It contains a list of handicaps selected as representative of common conditions and impairments of persons in the labor force.

C. PHYSICALLY DISABLED

Foster, J., and Szoke, C. Guidance, counseling, and support services for high school students with physical disabilities. Cambridge, MA: Technical Education Research Centers, Inc., 1978.

This manual is written to assist guidance counselors in the process of orientation to the issues, materials, practices, and resources important in serving students with physical/chronic health problems. Part one begins with an overview of various disabling conditions and then sections on coordinating the delivery of services, personal adjustment, educational planning, career development and guidance, vocational assessment, psychometric testing, job placement and parent involvement. Part two compiles national and state resources useful for enhancing efforts to promote the all-around adjustment of physically disabled students. It is one of the most comprehensive manuals we have seen.

Goldman, L., and Flugman, B. Occupational counseling for physically handicapped students: a demonstration and training project. Albany, NY: City University of New York, 1976. (ERIC Document Reproduction Service No. ED 132811)

This is a report of a project to provide occupational counseling to over 60 physically handicapped high school students. Noted are project goals involving direct and indirect provision of services to the students, the training of counselors through a 1-year internship, and the development of a model for a counseling specialty within the special education framework. Sections are given on the introduction and background of the project, application of the counseling program in the schools, the role model, and half-day conference held at the end of the year. A major section provides descriptive and comparative student data including characteristics of the student population, results of evaluations of students' career maturity and career plans, their ratings of life space, and teacher ratings of students. Noted among conclusions are career maturity characteristics of physically disabled high school students, attitude changes in counseling interns, and transferability of counseling skills to other kinds of handicapped clients. It is concluded that the training model and the service model were both validated by the year's experience. Appended are a listing of materials disseminated by the project, sample newsletters, and a student information form.

Hicks, L.C., et. al. Empowering diversity: Resources for developing career counseling and placement programs for college students with physical disabilities. Tallahassee, Florida: United Cerebral Palsy of Florida, 1981. (ERIC Document Reproduction Service No. ED 203116)

Designed to help career counselors and placement center staff at universities and community colleges reduce the impact of the employment barriers facing students with physical disabilities, this manual contains discussions of five career center service areas and a rationale for developing special services. The first section presents a profile of disabled students as minority group members and outlines the basic goals of special services and factors affecting their development. Topics discussed in Section 2 include developing awareness, detecting negative attitudes, and identifying attitudes in the practices of counselors. After a brief summary of Section 504 of the Rehabilitation Act of 1973, career center accessibility, a model program for students with visual disabilities, and funding and resources are described. Unit 4 contains discussions of employer attitudes, three model programs, facts to use when contacting employers, and compliance with the law. Discussed in the unit on the community are networking and agencies serving disabled students.

Mueller, J. Designing for functional limitations, (Rev. ed.). Washington, D.C.: The Job Development Laboratory, 1980.

This book does not concern architectural accessibility per se. It focuses on how to modify the other physical aspects of the work environment for people with physical functional limitations. Two prototypical worksites (one office-type and one industrial-type) illustrate various guidelines for worksite design which can aid not only a large percentage of disabled employees, but also able-bodied employees.

D. VISUALLY IMPAIRED

Illinois State Office of Education, Springfield. Resource manual for counselors of visually impaired students, Springfield, IL: Author, 1978. (ERIC Document Reproduction Service No. ED 158453)

Intended for the individual providing vocational guidance to the blind student, this publication is based on a conference on attitudes toward blindness and occupations the blind are pursuing. Section I deals with past and present attitudes toward blindness; the second section discusses alternative techniques used by the blind; and the final section is a listing of volunteer and governmental agencies serving the blind. Information on each agency includes address and a brief description of services.

Reardon, R., and others. A self-directed career planning program for the visually disabled. Final report. Washington, D.C.: Department of Health, Education, and Welfare, 1978. (ERIC Document Reproduction Service No. ED 166590)

These materials represent the Curricular-Career Information Service (CCIS) at Florida State University, a self-directed career planning program especially for the visually disabled designed to: (1) increase the amount of occupational information available to the blind people; (2) provide resources for visually disabled students to increase their decision-making skills; (3) provide visually disabled students the opportunity for self-assessment and help them identify occupations for further exploration; and (4) provide opportunities and resources for learning employability skills. This report is a description of the project's purposes, goals, objectives, methods, evaluation and problems. Also included are suggestions for modifying a career center to increase accessibility for the blind, and for future research within the area.

E. ETHNIC MINORITIES AND WOMEN

Atkinson, D., Morten, G., and Sue, D. (Eds). Counseling American minorities, a cross-cultural perspective. Duburque, Wm. Brown, Co. 1979.

Counseling American Minorities: A Cross-Cultural Perspective is a text devoted to helping counselors and mental health practioners maximize their effectiveness when working with a culturally diverse population. A major thesis of this book is that counselors can establish the necessary and sufficient conditions of a counseling relationship with clients who are culturally different. While similarity in race, ethnicity, and culture may be highly correlated with counseling success, it is believed that other attributes (ability to share a similar world view, appropriate use of counseling strategies, awareness of own values, etc.) may be equally important factors in cross-cultural counseling.

It is the editors' belief that the sensitivities and skills prerequisite to effective counseling with culturally different clients can be acquired by individuals who are willing to discard preconceived biases and to learn from their clients.

Katz, P., and Phillips-Jones, L., et. al. Career counseling materials and techniques for use with Vietnamese. San Jose, California: San Jose City College, 1981.

This manual is organized into sections with titled tabs for ease of reference. Sections include career counseling, career assessment, job search skills, cooperative work experience, and a list of resources. Although targeted for the Vietnamese population, the material is useful on a general basis.

Order from: Waren Kensten, Employment Development Dept
Indo-Chinese Project
800 Capitol Mall
Sacramento, CA 95814

Miller, S.W. (Comp). Resources for working with disadvantaged students and limited English speaking students: An annotated bibliography. Los Angeles, California: Los Angeles Community College District, California, 1980 (ERIC Document Reproduction Service No. ED 183231)

Resources are enumerated for community college personnel working with economically and/or academically disadvantaged students and with students who speak limited English. The document first provides operational definitions for these groups and then lists and discusses resources under the following headings: (1) needs assessment, (2) instruction and training of vocational and special education personnel, (3) model programs and projects, (4) student recruitment and retention, (5) employment of the disadvantaged, (6) educational and vocational information for students, (7) learning kits, simulations, and other teaching aids, (8) filmstrips, cassettes, and slides, (9) films and video tapes, (10) posters and photo aids, (11) relevant journal literature, (12) professional newsletters, and (13) government and private agencies. Each entry provides availability and cost information.

Tarvis, C., and Offir, C. The longest war: Sex differences in perspective. New York: Harcourt Brace Jovanovich, Inc., 1977.

This book discusses both the myths and realities regarding women and stereotyping. Part I explores sex differences and sexuality. Part II includes 5 different perspectives regarding women: 1) Biological, 2) Psychoanalytic, 3) Learning, 4) Sociological, and 5) Evolutionary.

Section IV

MORE RESOURCE LISTINGS

Instructional Technology Unit, University Affilated Program, Children's Hospital of Los Angeles. Listings of films previewed for the annual film festival on the exceptional individual. Los Angeles: Author, 1981.

Each year's booklet has up to 150 entries of new media made during the 18 months prior to each film festival. These entries come from television stations, film studios, independent filmmakers, distribution houses, and institutions that are involved in the field. Listings include new materials related to mental and developmental disabilities, physical handicaps and disabilities and special education. Each booklet includes a listing of all films, video tapes, and other nonprint media received and previewed for the annual film festival along with the cost, producer, distributor, format availability and a brief description of each item. Booklets can be ordered for each year since 1976.

Knowle, C.P. Job placement and adjustment of the handicapped: An annotated bibliography. Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1979. (NARIC Document Reproduction Service No. 80-04-R00368 00369)

Prepared under contract with the Bureau of Occupational and Adult Education, this bibliography is intended to assist special educators in obtaining information on job placement and career adjustment of various handicapped populations.

Materials Development Center. MDC 1981-82 catalog. Menomonie, Wisconsin: Author, 1981.

This is a catalog of materials available from MDC in the areas of vocational evaluation, work adjustment, rehabilitation facility management and operations and independent living. It includes publications, and audiovisual and multimedia materials. Most items are practical and inexpensive.

National Association of the Deaf. Catalog of publications. Silver Spring, MD: Publishing Division, National Association of the Deaf, 1982.

The National Association of the Deaf (NAD) publishes an annual catalog listing many educational materials including some materials for career counseling. The 1982 catalog will include new materials specifically in the area of career counseling.

California Department of Rehabilitation. Guide for reasonable accommodations in employing the handicapped. Sacramento: Author, 1980.

This phamplet outlines general and specific requirements, with regard to employment practices, which facilitate equal opportunity employment. It defines terms and outlines answers and concerns of employers, applicants and counselors in achieving compliance with Section 504. Includes a short listing of additional resources and federal compliance agencies.

Department of Labor Bureau of Labor Statistics. Counselor's guide to occupational information: A catalog of federal career publications. Washington, D.C.: Department of Labor Bureau of Labor Statistics, 1980. (NARIC Document Reproduction Service No. 81-05-R00768 00769)

List of federal career publications including the following: occupational information by career category; special work categories such as overseas, part time or summer jobs; special groups in the labor force such as ex-offenders, handicapped, minority or older workers; apprenticeship, education and financial aid; job search; career education; education, labor force and wage statistics; bibliograhies and publications lists. Appendices list state employment security agencies, state occupational information coordinating committees, examples of state occupational information, federal agencies.

Gugerty, J., Roshal, A.F., Tradewell, M.D.J. and Anthony, L.K. Tools, equipment and machinery adapted for the vocational education and employment of handicapped people. Madison, Wisconsin: Wisconsin Vocational Studies Center, University of Wisconsin, 1981.

This catalog contains descriptions, illustrations and order information of 283 products modified for use in the vocational education and employment of people with disabilities. It is cross referenced by disability and by functional purpose. Useful appendices are included.

Hale, G. (Ed.). The source book for the disabled; An illustrated guide to easier and more independent living for physically disabled people, their families and friends. New York: Bantam Books, Inc., 1981.

In an easy to understand, straightforward way, describes and illustrates aids for use in the home, work, leisure activities and for personal needs. Specific medical conditions are defined in the disablers chapter. The disabled and able-bodied contributors explain and explore important legislation, attitudes, emotions and options. Practical advice is given to helpers of people with disabilities. One of the most pragamatic and comprehensive resources available.

Phillips, L. Barriers and bridges: An overview of vocational services available for handicapped Californians. Sacramento: California Advisory Council on Vocational Education, 1976.

Four chapters of this directory-like book give background information on vocational services including definitions, legislation, statistical data, federal agencies and California state agencies, review of barriers affecting disabled individuals; outline of major national trends to meet handicapped needs; recommended changes for California to expand activities and services. Appendices list and describe suggested resources in the following categories; information services, educational and guidance activities, preservice and inservice education, rehabilitation technology, consumer and leisure time activities, studies, publications and addresses of organizations.

Weinstein, E. (Ed.). Bibliography of current career information. Washington D.C.: National Vocational Guidance Association, 1978.

This bibliography contains a compilation of titles of career information literature, films and filmstrips that have been reviewed and evaluated according to standards established by the National Vocational Guidance Association's Guidelines for the Preparation and Evaluation of Career Information Media.